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ABSTRACT

This report examines the needs and resources of educational counseling centers in Brazil that advise individuals about opportunities for undergraduate and graduate education in the United States. A survey of nine counseling offices run by the U.S. International Communication Agency (USICA), U.S. consulates, and American-Brazilian binational educational organizations found that there were over 1,000 requests per month for information and counseling about American colleges and universities. Resources for counseling, including college guides, catalogs, and trained personnel, were found to be unevenly distributed among the offices. The report recommends that a basic collection of reference and orientation materials on American higher education be acquired by all offices, and that maintenance of these collections and systematic communication among the counseling offices occur through a centralized office in Rio de Janeiro. The report also recommends that continuing personnel training occur through periodic national counseling conferences. Four appendixes contain copies of the counseling resources survey and results, personnel and location of counseling offices in Brazil, a list of individuals consulted for the report, and a list of basic materials for counseling offices. (MDM)

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ED 372 708

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FULBRIGHT COMMISSION
Office of Counseling Services
USA Center, Rio de Janeiro

SPECIAL REPORT

COUNSELING IN BRAZIL: NEED, RESOURCES, RECOMMENDATIONS (1980)

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Edward A. Riedinger

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

I. Preliminary Observations

This report comprises an analysis of educational counseling offered to the public in Brazil, for study in the United States. The report is based primarily upon information from two sources.

The first source includes information derived from responses to a questionnaire sent to all formal counseling services, i.e., counseling offices, in major cities of the country. The questionnaire, circulated in June of this year, lists a basic collection of counseling materials (books and handouts)and asks which of these materials each service does or does not have. A copy of this questionnaire, its recipients, and a table of their responses can be seen in Appendix I, Items A and B, of this report (p. p. 12-14.)

The second source of information is derived from two trips to all formal counseling services in major Brazilian cities undertaken by Dr. Edward A. Riedinger, Director of the Office of Counseling Services of the Fulbright Commission, in Rio de Janeiro. The trips were completed in two stages, from late July to early August and in mid-August of this year. The offices and counselors visited appear in Appendix II (p. 15), and the respective dates of these visits in Appendix III (p. 17). The term "formal counseling service," or "office," refers to those services which have space, materials, and staff specifically reserved for counseling. Regarding formal counseling offices, a distinction is made between integral and partial offices. Integral offices function with space and personnel exclusively for counseling; partial offices function with space and personnel only partly devoted to counseling, their larger concentration upon other administrative and cultural activities. Appendix II is a complete list of all educational counseling offices exclusively for study in the United States, open to the public, in Brazil.

In order to obtain a complete survey of counseling, the trips comprised visits to all United States International Communication Agency (USICA) posts, and thereby all United States consulates, binational centers (BNC's), and offices of Brazilian university (primarily federal) and government personnel concerned with graduate education. A complete list of all persons visited, along with their

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Prepared by: Edward A. Riedinger, Director
Fulbright Office of Counseling Services

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agencies, appears in Appendix III.

All of these agencies were visited because they were considered capable of providing a basis for understanding what the need for counseling is in Brazil, what resources exist for satisfying that need, and what recommendations can be made for the future conduct of this service country-wide. In including agencies to be visited, counseling was understood to be a service extended at all educational levels, but of primary importance on the graduate level, due to the priorities of the Fulbright Commission and of the Brazilian educational system and economic conditions at this time. The practice of counseling was defined as the communicating of educational information and orientation by means of personal attention to individual requests.

The report which follows, therefore, concentrates on the present need of and resources for counseling in Brazil, and on recommendations for its future conduct.

II. Need: Number and Type of Requests

It is difficult to calculate the number of people requesting educational counseling due primarily to two factors. First, while the integral counseling offices maintain regular statistics, the partial counseling offices do not. Nonetheless, those who administer the latter offices can roughly estimate their public. On the basis of these statistics and estimates, the monthly average for each of the counseling offices is the following:

Fortaleza BNC	35
Recife USICA	35
Salvador USICA	35
Brasilia CTJ	50
Belo Horizonte USICA	35
Rio de Janeiro USA CTR/FC	500
São Paulo ALUMNI	350
Curitiba BNC	35
Porto Alegre USICA	50
Monthly TOTAL	1,125
	x 12 months
Yearly TOTAL	13,500

Adding these monthly statistics and estimates, a probable monthly total of 1,125 is achieved. Multiplying this by 12, a total of 13,500 users per year is presented. However, this figure does not mean 13,500 persons use counseling per year. This figure only represents the annual number of uses of the service, since many individuals return several times to do research and obtain more advanced stages of

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counseling advice. Repetition represents about one-third of the number of users. Thus 13,500 users must be reduced by one-third in order to achieve the estimated number of people, 9,000, who acquire during the year counseling at the indicated offices. Nevertheless, 9,000 people do not represent the probable annual total of those acquiring counseling, in all the country.

A second factor, in addition to the uncertain figures in the partial counseling offices, is counseling given outside the above-indicated offices. In the cities where counseling offices do not exist in binational centers (all except Fortaleza and Curitiba), these centers also receive many requests for counseling. Through staff members and library materials they informally try to answer these inquiries. (An exception to this informality is the Rio BNC, which through its Scholarship Committee, actually has a partial formal counseling service for undergraduate orientation.)

In addition to binational centers, universities, particularly federal ones, attempt to give counseling. This observation is especially relevant to those universities which participate in the Plano Institucional de Capacitação de Docentes (PICD), located in offices of graduate study. The PICD administers the exchange of university instructors to other institutions in Brazil or abroad, as part of the Coordenação para o Aperfeiçoamento do Pessoal de Ensino Superior (CAPES) of the Ministério da Educação e Cultura (MEC). Any counseling, therefore, in each of the PICD offices is concerned with giving educational information primarily for all Brazilian universities and secondarily for American, European, or other foreign universities. While most universities have a PICD office, usually it is only the federal universities which offer materials with basic information and an elementary counseling for study abroad. These materials are available to all other universities in the same area, thus serving a general university public.

For this BNC and PICD counseling, only estimates of users are available. A BNC would counsel no number greater than that of the local counseling office, and a PICD office counsels only a small number of instructors for study in the United States, although among all foreign universities chosen for study, American institutions have generally been preferred. For the cities cited, no more than 1,000 people pass through the counseling of these BNC and PICD services.* And some of this figure must include those who begin seeking information in a BNC or a PICD office and are finally directed to a local counseling office.

From all of the above figures, it can be cautiously estimated, that for the cities cited, counseling probably serves about 10,000 people a year. Outside these cities, primarily in BNC's and PICD offices, and in a very informal and elementary fashion, at most

*A certain amount of elementary counseling also occurs in the personnel offices of companies (Petrobrás, Nuclebrás, IBM, etc.) which sponsor graduate study abroad for their employees.

another 1,000 people may receive counseling. The highest annual estimate that one can make, therefore, of people who receive counseling for study in the United States is about 11,000. To this figure could be added those who receive counseling in American schools. However, such counseling is, as most of the administrators of these schools generally indicate, restricted to their respective student bodies, save for occasional exceptions. Therefore, such counseling does not fall within the scope of this study, which is concerned with counseling more publicly available.

It can be estimated then that at most 11,000 people a year are obtaining some type of counseling.* The profile of requests for this service reveals that it is occurring at all levels of educational interest.

By far the largest proportion of counseling requests is for graduate study. These requests represent 40 to 50 percent of inquiries in the nine formal counseling services. Within the area of graduate studies, the fields which are most sought are Medicine and Engineering. Business Administration, which in São Paulo and Rio has a level of inquiry equal to or greater than these fields, in the other seven cities is not so assiduously sought, although it is still one of the most prominent currents of requests. Beyond these professional fields, and with considerably lesser frequency, are requests for the Physical Sciences and Arts.

After graduate study, the other areas for which counseling is most sought are undergraduate study, short and technical courses, teenage exchange programs, high school, and English study. Among these areas, comprising 50 to 60 percent of all requests, inquiries are fairly evenly divided. However, undergraduate study and short courses are slightly more sought; and technical courses and high school generally the least.

Regarding any observation about the quantity of requests for any field, the nature of record keeping in the counseling offices must be kept in mind. Integral offices maintain monthly statistics, with a profile of requests; whereas partial offices do not. Consequently the above field discrimination is dependent upon both statistical evidence and impressions, giving the figures more the character of an estimate rather than an exact amount.

The quality of response to so broad a range of inquiries varies throughout the country. A doctor in the Amazon who inquires with the director of courses in a local BNC about studying Medicine in the United States is going to receive an answer which is considerably less informative than that for the same professional inquiring with a counselor in the São Paulo counseling office. The quality of a response depends upon resources, upon the materials and professional

*This estimate is not static, and the figure can grow as the service is improved.

personnel available for making that response. Consequently, in order to understand the character of counseling in Brazil, it is necessary not only to know the number, or quantity of people who seek it, but the resources, and their quality, which are available.

III. Resources

The questionnaire, Item A in Appendix I, comprises a basic collection of counseling materials. These materials essentially are books and handouts. As can be seen from the questionnaire responses in Item B of the same appendix, most counseling offices have only a part of the basic counseling collection. The integral offices are strongest, with the Rio office having the entire collection. Not having all of the collection may not mean that an office is seriously deficient. This qualification is especially true for the integral offices in São Paulo and Brasilia. These offices have many specialized works not included in the basic collection, so that for them Item B only indicates partial deficiencies in the basic collection, not the overall collection.

The same qualification cannot be made for the partial counseling offices. Since they do not have, as a rule, works beyond a basic collection, deficiencies in this collection hinder service in parts of the counseling information spectrum. These deficiencies can be especially seen in the table of responses. The table indicates not only a deficiency in terms of having works, but also, in some cases where the office has the work, a deficiency in terms of the contemporary relevance of the work, indicating titles from the early or mid-70's or even 60's.

Not only is it important to have a complete basic collection, but it is also important to offer facilities whereby the works can be studied. All of the integral counseling offices have study facilities, i.e., bookshelves reserved for counseling materials, and tables and chairs in the immediate area of the counseling office. This observation is also true of all partial offices located in USICA posts. Offices located in BNC's do not always have complete study facilities in the immediate area of the counseling service.

In those cities in which the counseling office is located with USICA, the BNC libraries have some counseling materials, usually a few shelves of books, comprising a scattering of titles from the questionnaire basic collection, a few works outside of that collection, and a handful of catalogs. Very rarely are any of these materials the most current publications. BNC library collections are on the whole quite good. Deficiencies in regard to counseling works in no way reflect the general quality of a library's entire collection. What is available in counseling merely reflects an offering of information in

one area in relation to the many other areas which the library must offer, some of much greater priority.

The PICD information services, usually only in federal universities, are customarily quite elementary. For the most part they consist of a few shelves of university catalogs, those from American universities generally from the last decade. Occasionally specialized works, such as field directories, are found. An admirable exception is the information service of the PICD at the Universidade Federal de Minas Gerais, which is fairly complete considering its scope for all universities outside of Brazil, but is limited in relation to American institutions. In addition to printed works, the service includes a study area and a reference assistant, so that it virtually comprises an integral counseling office.

The CAPES headquarters in Brasilia maintain an educational Orientation and Propagation Service that includes a partial counseling office, with a collection of materials for university study worldwide. Its collection in relation to the United States, with priority for graduate study, is almost as complete as that at the local integral counseling office. The Empresa Brasileira de Pesquisa Agropecuária (EMBRAPA) has a collection of fairly recent American university catalogs and some directories specialized for agricultural studies, kept in its personnel office. The Conselho Nacional de Desenvolvimento Científico e Tecnológico does not have a counseling office, but its prospective grantees use the CAPES office, which is willing to serve the general public.

The biggest deficiency regarding materials for providing American university information, expressed by Brazilian agencies, is the inability to acquire catalogs and evaluations of the quality of graduate departments and universities in relation to each other. Deficiencies about general or specific field directories or guides are not expressed, but quite often the existence of such works is not not even known. Not known also, at CAPES, has been the fact that American as well as other foreign catalogs can be obtained in microfiche. A deficiency which is occasionally expressed is the lack of a reference resource indicating Brazilians who have studied in the United States and the universities at which they have studied, a work which would be useful in allowing prospective study candidates to inquire with these alumni concerning their various university experiences.

Besides books, counseling materials include handouts. (For types of handouts, see the "Handouts" section of Appendix IV, p. 19.) However, only the integral counseling offices have a complete supply of these and regularly distribute them. Partial counseling offices do not always know about many of them, and often do not regularly distribute what they do have. The above-mentioned Brazilian agencies

have not been aware of handouts.

Beyond materials, the resources of counseling comprise personnel. Only two offices, integral, have staffs: São Paulo, with five full-time persons and Rio with one full-time and three part-time individuals, equivalent to two-and-a-half full-time persons. All other offices have either a part-time person or a full-time person partially concerned with counseling.

The training of this personnel for counseling has primarily been on the job. The integral offices all have some personnel which have done undergraduate and/or graduate study in the United States, but only one office, Rio, has a counselor, the assistant, who has academic training in counseling. The counselor in Brasília has had experience in the counseling of foreign students in the United States. The Brasília counselor, and the São Paulo and Rio counseling directors, are Americans and have had their undergraduate study in the United States. The American graduate study done by personnel in the integral offices has been at the master's degree level, for the counselor in Brasília and the assistant counselor in Rio, and the doctoral, for the director in Rio. The director of counseling in Rio has had considerable experience in international education, having taught and/or studied in American, Brazilian, British, and Mexican systems.

Among counselors in partial counseling offices, their primary qualification has been experience. One of them, in Fortaleza, has had undergraduate training in the United States. The experience of these counselors is quite weighty, since most of them have been doing counseling longer than any member of an integral counseling office. They generally do counseling in the midst of many other duties, which have been increasing. While it is often hard for them to find time for counseling, they generally consider it to be among the more interesting of their responsibilities.

Having examined the need or demand for counseling and the resources available to meet it, having observed how it presently operates, recommendations should be made about its future conduct.

IV. Recommendations

Essential to any counseling service is the communication of accurate and complete information. The repository of such information is the materials used by the service. Thus, no matter how dedicated and attentive a counselor is, his or her service can ultimately be no better than the materials he has to work with and to offer.

Consequently the most important recommendation that can be made is for improvement in the materials which counseling offices now have. To this end the Counseling Services Office of the Fulbright Commission is willing to assume responsibility for a Counseling Extension Service

to the eight other counseling service offices in the country, contingent upon the resources available to it or access to other resources.

The Office of Counseling Services assumes this responsibility for two reasons. First, as part of the Commission for Educational Exchange between the United States of American and Brazil, the Office recognizes that it shares in the national responsibilities of the Commission not only for the mutual exchange of students and teachers and for the establishment of cooperation between educational institutions, but also for the communication of information crucial to educational exchange. Secondly, the Office is in an exceptional position in relation to other offices due to the extensive nature of its resources, both in present materials and the means for future production and resupplying of materials.

As part of its initial effort in the Counseling Extension Service, it will assemble counseling kits, with materials comprising books, handouts, and videotapes. A list of the contents of a counseling kit is included in Appendix IV, (p. 20). Depending upon the arrival of book orders, these kits should be assembled and transmitted by the end of the year. Books in the kits comprise all works included in the counseling questionnaire plus additional works suggested by counselors. The handouts are summaries of basic educational information, serving as models to be adapted and copied by each office, for regular distribution. A special inclusion is a model of a letter asking for university catalogs, so that each office may request and update this section of its collection. In addition, the handouts contain reprints of department ranking information. The videotapes are programs produced by the Rio Office of Counseling Services in the studio of the consulate-general. The programs are in the fields of study most commonly sought, explaining the educational system, admission process, and research method in materials for that field.

The videotapes are an innovation which began in the Rio office, in order to convey elementary information through a mechanical device so that the personal communication of information by a counselor might concentrate on more important individual needs, thereby maximizing professional time. The videotapes produced by and for the Rio office are now being used in Brasilia and Recife. The kit videotapes, however, will be new productions made especially to conform to the types of materials available in other offices.

Instruction in the use of the new materials occurred at the time of Dr. Riedinger's visit to each of the counseling offices. Using models of each of the works, he instructed the counselors on the assets of and methods for using the works with which they were not familiar. The addition of videotapes to the counseling collection is

no technical problem for any of the integral counseling offices or partial counseling offices located in USICA posts. All of them have videotape monitors. The counseling offices in the BNC's do not have appropriate monitors, but will be receiving them, through the auspices of USICA.

The purpose of the kits is to standardize counseling information throughout the country, offering more extensive and updated data. It is obious, however, that this standard must be maintained through the resupplying of materials, especially books, which become outdated. As a result, the Counseling Extension Service, through its own resources or those to which it has access, will attempt to regularly renew outdated materials. Not only will the Extension renew, but it will also add when possible, new books, handouts, and videotapes to the basic collection.

Since the USICA Library Division and Exchanges Office also send materials to counseling offices, this Office will inform them of the materials which it is sending in order to avoid duplication of transmissions. These agencies should also inform the Rio service, for the same purpose.

In some few cases, books included in the kits will duplicate works which the offices already have. In such situations the offices can donate such duplicates to the local BNC and/or PICD office. As collections are renewed in the future, such a procedure for the transmittal of duplicates should allow basic collections, slightly outdated, to be assembled in subsidiary local areas, the Extension Service consequently having a multiplier effect. Counseling offices will also distribute handouts, as models, to such agencies so that further copying of them may occur.

Duplication of materials will occur most commonly for those kits sent to integral counseling offices. But, nevertheless, it has been considered important to send complete kit contents to such offices. Such duplicates can be distributed. Moreover, with the entire kit, integral offices will not have to concentrate their ordering on such basic works and may invest their limited funds on more specialized works, thus guaranteeing the broadening and updating of their larger collections.

The Counseling Extension Service is being established and maintained by the Rio office; however, the Service is one in which all participating offices can contribute, sending new materials to each member, as well as receiving them. Moreover, each office, in assuming responsibility for extending services and materials to agencies in its own city, can also take care of its own region. Such a subsidiary extension system can be very important in eliminating the isolation, and consequent misinformation, of much current counseling. Heretofore the only communication to those engaged in counseling has been the

Newsletter of the Office of Counseling Services and the recently established counseling column in the Newsletter of the Fundação Cultural Brasil-Estados Unidos. With the addition of videotapes, the integral offices, especially São Paulo with its large staff, might be able to assume more regional responsibility.

The Counseling Extension Service could be extended to additional cities. However, if this is done it will have to occur in BNC's that do not have counseling offices, creating an operational problem. An additional question about extending the Service is whether there is sufficient demand to justify the expense of sending and regularly renewing another counseling kit. A possible inclusion that should be considered is either Manaus or Belém, so that the important area of the Amazon is not without materials.

Not only materials but also personnel should be given attention. It has been observed that many of the people engaged in counseling work in considerable isolation of each other and without formal training. Isolation can be reduced through the newsletters and the Extension Service. Some training can be acquired if periodic meetings are established on a national scale to bring together counselors for discussion of mutual problems, analysis of new information and techniques, and attendance at seminars with counseling specialists or American university personnel.

The cost of training measures, however, will be greater than those for the operation of the Extension Service, which is quite reasonable in relation to the number of people it can serve. (See cost calculation in Appendix IV.) The expense of organizing national conferences on counseling would at most only allow them to occur every two or three years.

V. Final Observations

For counseling to be effective its importance must be recognized. It is especially necessary that American agencies, as potential sponsors of counseling, recognize this importance. At a time when the United States is becoming aware of its diminishing effectiveness in international economic and political terms, it is beginning to recognize that a means for its revitalization is through a greater awareness of and better adaptability to foreign cultural dynamics. To a considerable extent a greater presence of foreign students in the United States can contribute to this crucial understanding. To the end of facilitating this presence and consequent understanding, it would be very useful if the United States maintained an international counseling service to standardize, coordinate, and regularize abroad the communication of educational information and orientation.

Foreign students are an asset not only to their native countries, to which they return with their new learning, but to the host country

which receives them. Foreign students are teachers. Not only do they learn as they listen, but as they are heard others may learn.

VI. Acknowledgements

In conducting this survey on counseling in Brazil, the aid of certain individuals was indispensable. Mr. Graham French, Cultural Affairs Officer and Treasurer of the Fulbright Commission, and Dona Therezinha Piancastelli, Executive Director of the Commission, have shown great concern and encouragement for the improvement of counseling country-wide. Mr. French was especially helpful in acquiring a grant, through the auspices of USICA, to finance the trips which were part of the research for this report. Additional aid has come from Ms. Rachel Barreto, USICA Country Librarian, in providing funds for the purchase of books in the counseling kits; from Mr. Robert W. Hauseman, USICA Publications Chief, for printed materials; and from Mr. Domenick DiPasquale, Program Development Division Officer, for videotapes. To all of these individuals, the Office of Counseling Services is most grateful.

APPENDIX 1

ITEM A

COMISSÃO PARA O INTERCÂMBIO EDUCACIONAL ENTRE OS ESTADOS UNIDOS DA AMERICA E O BRASI

RUA BARATA RIBEIRO, 18[illegible] - LOJA I - RIO DE JANEIRO GB - CABLE ADDRESS FULBRIGHT - R.C. - TELEPONE 257-XX

SEÇÃO DE CONSULTAS EDUCACIONAIS

FULBRIGHT COMMISSION

As part of a country-wide effort to upgrade the quality of educational counseling service in Brazil, a study is being prepared concerning the resources and needs of this service. As part of this study, research is being done to ascertain what is currently the extent of counseling. To facilitate this research, we would very much appreciate your cooperation in responding to the following questionnaire concerning materials which you may not have. Your response will aid in evaluating the extent to which needed resources may be provided for your agency.

Please check whether you do or do not have the following items. For those items followed by a parenthesis, include the date of the publication you have.

	Do Have	Do Not Have
Graduate Level:		
Peterson's Guides to Graduate Study( )	____	____
Guide to Graduate Management Education( )	____	____
Engineering Education ( )	____	____
Handbook for Foreign Medical Graduates	____	____
Any handout (mimeographed or xeroxed) on procedure and schedule for requesting graduate admission	____	____
Undergraduate Level:		
Peterson's Guides to Undergraduate Study( )	____	____
National College Databank	____	____
Any handout (mimeographed or xeroxed) on procedure and schedule for requesting undergraduate admission	____	____
Intensive English:		
English Language and Orientation Programs in the United States( )	____	____
Any handout (mimeographed or xeroxed) informing of method for requesting admission	____	____
Short and Technical Courses:		
Lovejoy's Career and Vocational School Guide( )	____	____
Handbook of Trade and Technical Careers and Training	____	____
Training and Development Organizations Directory	____	____
Seminars magazine	____	____

	Do Have	Do Not Have
Miscellaneous:		
Handout on Financial Aid or Scholarships	____	____
Handout on Work Regulations for Foreign Students in U.S.	____	____
Model for Letter of Recommendation to American University	____	____
Costs at U.S. Educational Institutions( )	____	____
Bulletins of Information and Registration for GRE, GMAT, SAT, TOEFL, VQE, and ECFMG examinations	____	____
Any university catalogs (Indicate the approximate number you have:____)		____
Como Estudar nos EE.UU.	____	____
Patterson's American Education	____	____

Upon completing this questionnaire, please return it to the Counseling Office address indicated above on or before 16 June 1980. Thank you very much for your cooperation in providing this information.

APPENDIX I
ITEM B

PERCENTAGE OF QUESTIONNAIRE MATERIALS IN COLLECTIONS OF COUNSELING SERVICE OFFICES

Code: + Has publication.
- Does not have/distribute publication.
Oth Has other equivalent publication.
Year Date of publication.

Offices \ Materials	Peterson's Grad	Management	Engineering	Medical Handbk	Handouts Grad	Peterson's Udgrd	College Data	Handouts	English Programs	Handout	Lovejoy	Trade Technical	Training	Seminars	Handout Aid	Handout Work	Letter Recom	Letter Adm	Costs U.S.	Test Bulletins	Catalogs	Como Estudar	Patterson's	%age of Titles Office Has
Fortaleza BNC	73	+	78	-	-	76	-	-	88	-	+	-	-	-	-	-	-	-	+	+	82	+	-	43%
Recife USICA	77	-		-	-	1970	-	-	88	-	82	-	-	-	-	-	-	-	79	+	85	+	-	35%
Salvador USICA	78	79	-	-	-	82	-	+	88	+	73	-	-	-	-	-	+	+	79					57%
Brasilia C.T.J.	79	79	-	-	+	79	-	+	88	-	82	88	-	-	+	+	+	-	79	+	88	+	+	70%
Belo Horizonte USICA	71	79	76	-	-	1970	-	-	88	+	76	-	-	-	+	+	-	-	-	+	85	+	-	52%
Rio de Janeiro USA Center/FC	80	79	80	+	+	88	79	+	88	+	82	88	+	+	+	+	+	+	79	+	88	+	+	100%
São Paulo Assoc. Alumni	79	79	78	+	+	1970	-	+	88	+	82	79	-	-	+	-	-	+	79	+	83	+	+	78%
Curitiba BNC	73	79	-	-	-	1970	-	-	88	-	80	88	-	-	-	-	-	-	79	+	85	-	+	43%
Porto Alegre USICA	71	74	76	-	+	1970	-	+	88	+	76	88	-	-	+	-	-	-	74	+	82	+	-	65%

Note: Some offices have titles on order.

PERSONNEL AND LOCATION OF COUNSELING SERVICE OFFICES (INTEGRAL AND PARTIAL) IN BRAZIL

Integral Counseling Service Offices:

Joan Cabral, Student Counselor
Counseling Office
Casa Thomas Jefferson
SEP-Sul
Avenida W-3, EQ 706/906
Brasilia, D.F.

John Horst, Director
Counseling Office
Associação Alumni
Rua Visconde de Nacar, 86
Morumbi
São Paulo, S.P.
Note: Staff includes director, two assistant counselors, a secretary, and receptionist.

Edward A. Riedinger, Director
Office of Counseling Services (Fulbright Commission)
USA Center
Rua Barata Ribeiro, 181 - I
Copacabana
Rio de Janeiro, R.J.
Note: Staff includes director (part-time), assistant counselor (p.t.), secretary, and secretarial assistant (p.t.).

Partial Counseling Service Offices:

Lorena Araujo, Cultural Assistant
Instituto Brasil-Estados Unidos do Ceará
Rua Solon Pinheiro, 58
Fortaleza, Ceará

Carmen Ramos, Cultural Assistant
USICA - U.S. Consulate
Rua Gonçalves Maia, 163
Recife, Pernambuco

Cultural Assistant (Position vacant due to resignation)
USICA - U.S. Consulate
Avenida Getúlio Vargas, 1892
Salvador, Bahia

Maria Rita Saric, Cultural Assistant and Press Specialist
USICA Office
Rua Cristóvão Colombo, 400
Belo Horizonte, Minas Gerais

Laila Cury, Executive Director
Centro Cultural Brasil-Estados Unidos
Rua Amintas de Barros, 99
Curitiba, Paraná

Pedro Paulo Agustoni, Cultural Assistant
USICA - U.S. Consulate
Rua Coronel Genuino, 421 - 901
Porto Alegre, Rio Grande do Sul

APPENDIX III

INDIVIDUALS CONSULTED

Belo Horizonte

28 July

Maria Rita Saric, Cultural Assistant and Press Specialist, USICA
Shirley M. Banditelli, Chief Librarian, BNC
Virginia Vasconcellos, Coordinator of PICD in the Universidade Federal de Minas Gerais (UFMG)
Maria Thereza Naback, Chief, Information and Orientation Service, PICD, UFMG

Brasilia

29 July

Graham French, CAO, USICA
Harold Midkiff, Deputy Executive Director, Fulbright Commission
Rachel Barreto, Chief, Library Division, USICA

30 July

Sérgio Ramagem, Personnel Coordinator, Empresa Brasileira de Pesquisa Agropecuária
Cláudio de Moura Castro, Director, CAPES
Diana Tavares Ferreira, Acting Director, Technical Division, CAPES
Juçara Dietsch, Chief, Orientation and Propagation Service, CAPES

31 July

Joan Cabral, Counselor, Casa Thomas Jefferson
Amadeus Curi, Universidade de Brasilia

Fortaleza

3 August

Lorena Araújo, Cultural Assistant, Instituto Brasil-Estados Unidos do Ceará
Newton Teófilo Gonçalves, Vice-Rector, Universidade Federal do Ceará (UFC)
José Tarquínio Prisco, Pro-Rector for Research and Graduate Study, UFC
Agamenon Bezerra, Chief, International Affairs Department, UFC

Recife

4 August

Carmen Ramos, Cultural Assistant, USICA
Miguel Otávio de Mello, Head, International Cooperation Office, Universidade Federal de Pernambuco (UFP)
Álvaro de Vera de Mello, Coordinator, PICD, UFP
Ivete Ribeiro, Assistant to Graduate Dean, Catholic University of Pernambuco

Elizabeth Tartaruga, President, Sociedade Cultural Brasil-Estados Unidos (SCB-EU)
Esmeraldino Queiroz de Oliveira, Director of Courses, SCB-EU

Salvador
5 August
John P. Dwyer, BPAO, USICA
Herbert Magalhães, Cultural Assistant (resigned), USICA
José Ramos de Queiroz, President, Associação Cultural Brasil-Estados Unidos (ACB-EU)
James Riordan, Director of Courses, ACB-EU
Heonir Rocha, Pro-Rector of Research and Graduate Study, Universidade Federal da Bahia (UFB)
Alda Regina Neves, Coordinator, PICD, UFB

São Paulo
12 August
Paschoal Senise, President, Graduate Study Commission, Universidade de São Paulo
John Horst, Director of Counseling Service, Associação Alumni
Maria Elena Bocayúva, Assistant Counselor, Associação Alumni
Sally Rodwell, Assistant Counselor, Associação Alumni
Ana Maria Lobo, Director, Associação Alumni
John Challinor, BPAO, USICA
Linda Buggeln, BCAO, USICA
Elise Schaffman, Cultural Assistant, USICA
Sylvia and Roy Schreider, Editors, Newsletter of Fundação Cultural Brasil-Estados Unidos

Curitiba
13 August
Laila Cury, Executive Director, Centro Cultural Brasil-Estados Unidos
14 August
Miroslau Constante Baranski, Pro-Rector for Graduate Study, Universidade Federal do Paraná

Porto Alegre
15 August
Pedro Paulo Agustoni, Cultural Assistant, USICA
Susan Clyde, BPAO, USICA
Paula Becker, General Superintendent, Instituto Cultural Brasil-Estados Unidos (ICB-EU)
Thomas Both, Assistant for Teaching, ICB-EU
Lucilla Haase, Prospective Counselor

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Elvo Clemente, Pro-Rector of Graduate Studies, Pontifícia Universidade Católica (PUC)
Marilene Beyer, Member of PICD Commission, PUC
Gerhard Jacob, Pro-Rector of Research and Graduate Studies, Universidade Federal do Rio Grande do Sul
Nora Thielen, Assistant to Pro-Rector Jacob and Board Member of ICB-EU

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APPENDIX IV

MATERIALS COMPRISING COUNSELING KITS

Books:

Graduate Level

- Peterson's Guides to Graduate Study, 5 volumes $73.00
- Barron's How to Prepare for the GRE $5.95
- Guide to Graduate Management Education $5.00
- Barron's How to Prepare for the GMAT $4.95
- Engineering Education $12.00
- Directory of Residency Training Programs, 1979-80 $13.00
- Handbook for Foreign Medical Graduates $3.00

Undergraduate Level

- Peterson's Guide to Undergraduate Study $12.00
- Barron's How to Prepare for the SAT $3.95
- National College Databank $7.95

English

- English Language and Orientation Programs in the United States $2.00
- Barron's How to Prepare for the TOEFL $7.95

Short and Technical Courses

- Training and Development Organizations Directory $50.00
- Seminars Directory (magazine) $20.00
- Handbook of Trade and Technical Careers and Training no cost
- Lovejoy's Career and Vocational School Guide $9.95

Miscellaneous

- Patterson's American Education $37.50
- Private Independent Schools $35.00
- Costs at U.S. Educational Institutions $20.00

TOTAL COST: $323.20

Handouts (to be adapted and reproduced locally):

Graduate Level

- "How to Apply for Admission"
- "Cronograma"
- "Bolsas"
- "Informações sobre o VQE"

Undergraduate Level

- "How to Apply for Admission"
- "Cronograma"
- "Bolsas"

English

- "Informações Básicas"

Miscellaneous

- "Regulamentos sobre Trabalho"

"Department Evaluation Reports"
Models of Letter Composition for:
  Requesting Application Forms
  Letter of Recommendation
  Requesting University Catalogs

Videotapes:
Programs explaining educational system, admission procedure, and school-finding research for:
  Graduate
  Business Administration
  Engineering
  Medicine
  Undergraduate

FULBRIGHT COMMISSION
Office of Counseling Services
USA Center, Rio de Janeiro

SPECIAL REPORT

COUNSELING IN BRAZIL: NEED, RESOURCES, RECOMMENDATIONS (1980)

RESUMÉ

The report concentrates on the present need and resources for educational counseling in Brazil with recommendations for its future conduct. In approximated calculations, the report estimates that 11,000 people a year seek counseling, with 40 to 50 percent of requests at the graduate level, primarily in the areas of Engineering, Medicine, and Business Administration; and 50 to 60 percent in areas ranging from undergraduate study and short courses, to intensive English courses, teenage exchange programs, technical courses, and high school study. The major proportion of these requests is served by nine counseling offices located in Fortaleza/BNC, Recife/USICA, Salvador/USICA, Brasília/CTJ, Belo Horizonte/USICA, Rio de Janeiro/USA CTR/FC, São Paulo/ALUMNI, Curitiba/BNC, and Porto Alegre/USICA. These offices comprise integral and partial counseling operations, the former wholly concentrating staff, materials, and space to counseling; the latter, partially. Resources for counseling, comprising materials and personnel, are unevenly distributed among the offices, with varying deficiencies as far as a basic collection of counseling aids, and various backgrounds of training and experience for counseling personnel. The report recommends that a basic collection of materials be guaranteed for all offices through supplying of counseling kits including books, handouts, and videotapes, and that maintenance of these kits and systematic communication among the counseling offices occur through a Counseling Extension Service administered from the Rio office. It also recommends that continuing personnel training occur through periodic national counseling conferences. A final observation emphasizes the importance of foreign students in the United States for understanding cultural dynamics, a perception necessary for American revitalization, so that it would be highly useful for the country to establish an international counseling service system in order to standardize and facilitate the entry of foreign students into American higher education.